

2023 Comprehensive Guide to Educator Preparation Fall Data Submission and Annual Performance Reports



Introduction

The Department of Elementary and Secondary Education (DESE) collects data from Institutions of Higher Education (IHE) that offer courses related to educator preparation for multiple purposes—all of which are related to ensuring an adequate pool of well-prepared teachers for Missouri schools. The primary data collection takes place in the fall of each year, and all Missouri IHEs—both 2-year and 4-year--offering educator preparation coursework must participate. These data are used to track changes in the educator pipeline, identify trends in preparation, and to support State Board of Education decisions regarding continuing accreditation for Educator Preparation Programs (EPPs).

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Glossary

The following terms are related to the educator preparation fall data submission and Annual Program Review.

Certification Area: One of the fields in which individuals may be licensed by DESE to work in Missouri schools. The list of certification areas is included in Appendix A.

Certification Candidate: An individual who has completed all requirements to be eligible for certification in a particular area. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Certificated Candidate: A Certification Candidate who has received Missouri certification.

Enrolled Student: An individual who has formally joined a program intended to lead to some sort of educator certification in Missouri. In many cases, a student becomes an enrolled student upon declaring a particular major. However, at some institutions, participation in a certification program may be associated with a minor, an endorsement, a certificate, acceptance into a graduate program or some other indicator. Typically, the Office of the Registrar has some code-based method for tracking these students.

Examples of enrolled students include, but are not limited to

1. A student who has declared herself to be an Elementary Education major
2. A student who is a Chemistry major but has also completed paperwork to add an endorsement in teaching
3. A student who has been accepted into a graduate program that will lead to certification in Middle School Math
4. A student participating in a Registered Teacher Apprenticeship
5. A student taking courses in education at a 2-year institution

It is DESE's intent to capture enrollees at an early point in their programs, so EPPs should not wait until students have been formally accepted into a program to count them as enrollees. Institutions may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.

Missouri Performance Assessment: State-required performance assessment used to evaluate educator candidates during a culminating clinical experience. Completed by both an EPP representative and the site-based supervisor.

Program Completer: A person who met all the requirements of a state-approved educator preparation program. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).

(Note: Individuals who have finished a 2-year program will not be labeled a "Program Completer". Instead, they should be identified as "Mid-Stage Enrolled.")

Reported GPA: Grade Point Average (GPA) data collected on program completers. Depending upon the program, one or more of the three types of GPA will be calculated for each completer. A full list of the GPA reporting requirements for specific programs is included in Appendix B.

- Content GPA. Calculated using grades from courses that have been approved to meet the content requirements in certain areas. Completers of Middle School, Secondary, and most K-12 programs should have a Content GPA.
- Pedagogical GPA. Calculated using courses that have been approved to meet the professional education requirements, including field and clinical experiences. Completers of Middle School, Secondary, and most K-12 programs should have a Pedagogical GPA.
- Program GPA. Calculated using grades from all courses in a given program. Elementary Education and Superintendent are examples of areas for which Program GPA should be reported.

2023-24 Timeline

Due Date	Event
Monday, October 2, 2023	MOSIS Data Collection Opens
Friday, October 20, 2023	MOSIS Data Collection Closes
Monday, October 23, 2023	Testing begins with Data
Thursday, November 22, 2023	Testing finishes with Data
Monday, November 27, 2023	Preliminary Report Available; Appeals Period Begins; Ed Prep Data Downloads Available
Friday, December 29, 2023	Appeals Period Ends
Friday, January 19, 2024	All Appeals Processed; Notification of final status of appeals sent to programs
Monday, January 24, 2024	Final Reports Available; Official Reports Available to Individual Programs Provided Securely
Monday, February 12, 2024	Official reports Available for ALL PROGRAMS TO SHARE Internally
TBD March 2024	Public Release of the 2023 Annual Performance Report

Use of Data

This document describes processes for collecting and using multiple types of data. It is important that institutions be aware of the ways in which the data they submit will be used by DESE.

- Enrolled Student Data – Data associated with Enrolled Students will only be used to better understand the overall educator pipeline. It will not be used to evaluate Educator Preparation Programs. Given that these individuals will not need to be connected to data in other tables, Personal Identifiable Information (PII), such as birthdates and Social Security Numbers do not need to be submitted for them.
- Program Completer Data - Most of the data submitted are used to calculate the Annual Program Report for Educator Preparation Programs (APR-EPP). While PII must be reported for these individuals, clear protocols exist regarding public sharing of data to ensure that individual cannot be publicly identified

Continuing Accreditation

The State Board of Education is charged with the initial approval and continuing accreditation of the certification programs offered by Educator Preparation Programs (EPPs) ([5 CSR 20-400.440](#)). The data submitted during the fall collection process provides the primary basis for the Board's decisions.

After gaining initial approval, all certification programs must earn continuing accreditation each year. The Annual Performance Report for Educator Preparation Programs (APR-EPP) process collects and documents data aligned with the nine Missouri Teacher Standards. Based upon its review of the data, the Board makes one of the following determinations.

Accredited: The Board acknowledges that the program is adequately preparing educators and may continue to recommend candidates for certification. Programs that earn 70 percent or more of the points possible will receive this designation.

Provisionally Accredited: A program that earns fewer than 70 percent of the points possible in two consecutive years will be designated as “Provisionally Accredited” by the Board. The program will be provided with a timeline for addressing these areas. In the meantime, the EPP retains the ability to continue to recommend candidates in that certification area.

Unaccredited: The Board determines that program previously designated as “Provisionally Accredited” has not made sufficient progress and removes the EPP's authority (i.e. “approval”) to recommend candidates for certification in this area.

Annual Program Report for Educator Preparation Programs

Overview of APR Process

Each fall, EPPs submit data associated with all current (as of a single date in the fall semester) Enrolled Students and all of the previous year's (9/1-8/31) Program Completers. Based upon data provided by EPPs and third-party vendors, DESE identifies the Program Completers who qualify as Certification Candidates. The Annual Program Report for Educator Preparation Programs (APR-EPP) is generated entirely from data associated with Certification Candidates.

The APR-EPP is aligned with [standards](#) approved by the Missouri State Board of Education for teacher, school counselors, building administrators, and other educators. For each of an EPP's certification programs, DESE calculates a score for each standard using the processes described in Appendices E, F, and G. The points earned for each standard are then totaled and divided by the number of points possible. This percentage represents the program's APR-EPP score and is the basis for accreditation determinations made by the State Board of Education.

Guidelines for Determining Individuals and Data to be used in the APR

Included Years of Data

Data used for APR calculations are associated with Certification Candidates submitted over the past five years.

Determination of Certification Candidates

Business logic for calculating Certification Candidates to determine if a program completer is a certification candidate includes information from GPA (Program & Content), Missouri Content Assessment, and the performance assessments.

Cell Size Considerations for Individual Performance Indicators

In order to generate publicly available data on a particular metric, a certification program must have a total of at least 10 certification candidates aggregated over the past five years.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will be used as a basis for making accountability decisions even if the number of certification candidates is too few to allow for public reporting.

Survey Participation Rate

Participation rates are calculated for standards derived from first-year educator survey data. In order for survey data to be used in the calculation of a standard score, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Educators' Overall Preparation standard is calculated as x/y , where:

x = number of certificated candidates that received and completed the survey; and

y = number of certificated candidates that received a survey.

Appeals Process for 2023 EPP-APR Release

An appeal is the formal procedure for requesting that DESE review submitted data or calculated scores. Appeals must be submitted using the [DESE appeals form](#) during the designated appeal period, as indicated on the calendar Page 8. EPPs have the right to appeal any numeric data included in the APR. DESE will formally address any appropriately-filed appeals.

Once an EPP's APR is final, data included in that report may not be appealed. Corrections made to prior data will not affect an APR that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Fall Data Submission

Submission Template

Each fall, all institutions offering coursework in educator preparation in Missouri must submit certain data to DESE using the “Fall Data Collection Template.” A link to this Excel document may be found on DESE’s [Annual Performance Reports Page](#).

Important rules for using the template include:

- Do not alter the headings in any way. Doing so will prevent data from being uploaded.
- The file must be saved in .CSV format before MOSIS will accept it.
- The guidelines below must be followed. Incorrect or missing data will generate an error message in MOSIS.

Below are descriptions of each field in the template, including guidelines for the types of data that must be submitted for different types of individuals. Items A through S align with the corresponding columns on the template.

- Collection Version (required for all submitted individuals) – Required submission for 2023: **2023ALL1.0EDPrep**.
- Current School Year (required for all submitted individuals) - The year in which the report is being submitted. Requires four digits (e.g. 2023).
- Completer/Enrolled (required for all submitted individuals) - Indication of the status of the individual reported. Use codes to indicate individual's status:
 - "E"= Early-Stage Enrolled. An individual who was an Enrolled Student (see Glossary), but had not been formally admitted to a program as of a selected day in the fall of 2023. EPPS may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.
 - "M"= Mid-Stage Enrolled. There are two definitions for this term: 1) an individual who was an Enrolled Student (see Glossary) AND had been formally admitted to a program as of a selected day in the fall of 2023 or 2) an individual who has finished a program designated in Column N as AT in the previous academic year (only used by 2-year institutions).
 - "C"=An individual designated as being in a TD or NT program in Column N and who completed the certification program between September 1, 2022 and August 31, 2023. Individuals with AT in Column N cannot be assigned a C here.
- Reporting Ed Prep Program (required for all submitted individuals) - DESE-assigned six digit code unique to each institution (found [here](#)).
- Last Name (required for all submitted individuals) - Legal last name of individual
- First Name (required for all submitted individuals) - Legal first name of individual
- Middle Name (optional) - Legal middle name of individual
- Suffix (optional) - Legal suffix of individual
- Date of Birth (required for Program Completers and AT individuals with an M in Column C) –
 - Must be reported in this format: **MM/DD/YYYY**.
 - Individual must be over the age of 16 and under the age of 100 as of September 1 of the current school year reporting.
 - Cannot be reported for any individuals other than Program Completers and AT individuals with an M in Column C.
- Social Security Number (required for Program Completers and AT individuals with an M in Column C)
 - Must be reported in this format: **XXXXXXXXXX**.
 - If individual has no SSN, report the Student ID (no letters only numbers) and put “Student ID No SSN” in the Comments box (column T).
 - Use of the number 999999999 is not allowed.
 - Cannot be reported for any individuals other than Program Completers and AT individuals with an M in Column C.
- Gender (required for all submitted individuals) - Individual’s self-reported gender
 - M: Male
 - F: Female
 - O: Non-Binary/Other
 - N: No Gender Reported
- Race/Ethnicity (required for all submitted individuals) - Individual’s race/ethnicity
 - A: Asian
 - B: Black or African American
 - H: Hispanic/Latino of any race
 - I: American Indian or Alaska Native
 - W: White
 - P: Native Hawaiian or Other Pacific Islander
 - M: Multi-Racial

- h. O: Other/Unknown
 - M. Subject Area (required for all Program Completers; submission is encouraged for other individuals, if available) —Area in which individual is seeking certification. Use codes found in Appendix A.
 - N. Ed Prep Program Type (required for all submitted individuals) - Type of program in which individual is enrolled or has completed
 - a. TD: Traditional. Program that is intended for individuals to meet all certification requirements prior to being employed as an educator in the area of certification.
 - b. NT: Non-Traditional (aka Alternative). A program that has been approved by DESE as an Alternative Program. Programs qualifying for this designation are always post-baccalaureate programs, but all post-baccalaureate programs may not be Non-Traditional.
 - c. AT: Associate of Arts in Teaching. Teacher preparation program at a 2-year institution. All 2-year institutions should use this designation, even if the student was not enrolled in or did not complete a formal AAT.
 - O. Content GPA (required for 4-year Program Completers according to guidelines in Appendix B) - The aggregate GPA of all content courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
 - a. See Appendix B for a list of programs which must report Content GPA.
 - b. GPA should be reported on a 4.00 scale (2 decimal points).
 - P. Pedagogical GPA (required for 4-year Program Completers according to guidelines in Appendix B) - The aggregate GPA of all pedagogy courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
 - a. See Appendix B for a list of programs which must report Pedagogical GPA.
 - b. All Non-Traditional (Alternative) programs should only submit Pedagogical GPA.
 - c. GPA should be reported on a 4.00 scale (2 decimal points).
 - Q. Program GPA (required for Program Completers in TD and NT programs, according to guidelines in Appendix B) - The aggregate GPA of all courses approved by DESE to meet certification requirements for programs in which content and pedagogy are not reported separately.
 - a. See Appendix B for a list of programs which must report Program GPA.
 - b. GPA should be reported on a 4.00 scale (2 decimal points).
 - R. Completion Year (required for all Program Completers) - Academic Year in which individual completed the program. The Academic Year (AY) is designated by the year in which the spring semester occurred. 2023, then, would be the Completion Year for anyone who completed a program in fall 2022, spring 2023, or summer 2023.
 - S. Comments (optional for all) - This is anything that needs to be stated about the completer (ex. SSN is Student ID and not true SSN).
-
- Cooperating Teacher Standard (Columns T-AB; required for all teacher and school counselor Program Completers) - Summative scores assigned to individuals by site-based supervisors using the appropriate performance assessment.
 - a. Nine (9) scores required for teachers and 5 for school counselors. Use “NA” in Columns Y-AB for Counselor Completers.
 - b. If individual is not a Program Completer from a teacher or counselor program, then “NA” should be placed here.
 - c. For those not reported as “NA”, scores should range from 0.0 to 4.0 (single decimal point).
 - University Supervisor Standards (Columns AC-AK; required for all teacher and school counselor Program Completers) - Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
 - a. Nine (9) scores required for teachers and 5 for school counselors. Use “NA” in Columns Y-AB for Counselor Completers.
 - b. If individual is not a Program Completer from a teacher or counselor program, then “NA” should be placed here.
 - c. For those not reported as “NA”, scores should range from 0.0 to 4.0 (single decimal point).
 - MPEA Performance Score (Column AL; required for all School Leader, K-12 Program Completers) - Score assigned to an individual pursuing School Leader, K-12 certification using the MPEA Performance Assessment
 - a. If the individual is not a Program Completer from a School Leader, K-12 program, then “NA” should be placed here.
 - b. Reported scores must be between 0 and 16 with no decimal points.

Submission Process

Data are submitted through the Missouri Student Information System (MOSIS). Each Institution of Higher Education (IHE) has a designated user manager who controls access to MOSIS for that institution. Additional information about MOSIS is available on [this page](#).

The EPP representative responsible for submitting the completed template should follow these steps:

1. Log in to the [DESE Applications Sign-in \(DAS\) site](#).
2. Select “MOSIS Data Collection System”. This link is only visible to individuals authorized to use MOSIS.
3. Choose the appropriate institution from the drop-down menu.
4. Find 2023 Educator Prep and select “Run a Trial”.
5. Upload the template file. In order to be accepted, template must be saved in CSV format.
6. Select “Import”.

Once the file has been imported a screen with information about the trial will appear. Most importantly, the screen will announce if the trial produced either of the following results.

- Warning – An indication that the system found something odd. For example, if an individual is being reported as a superintendent, but was previously reported as completing a teacher preparation program, the system will create a warning as a recommendation that the data be reviewed to prevent an incorrect duplication. Final certification of the trial can occur even if warnings exist.
- Error – An indication that data have been incorrectly submitted. For example, all teacher completers must have MEES data. If one of the 18 cells reserved for MEES Standard Scores is left blank, the system will show an error. Final certification cannot occur if any errors exist.

On the trial result page, the terms “Warnings” and “Errors” are hyperlinks. Selecting each will assist the user in determining the cause of each warning or error. Once the reasons for all warnings and errors have been determined, those issues can be fixed, as necessary, on the original template. The revised template can then be uploaded and a new trial run.

When the trial result page indicates that there are no errors, select the “Certify” button. Once the trial has been certified, the data submission process is complete.

APPENDICES

Appendix A: Certification Programs and Codes

TEACHER	
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	9968027
	6

MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
ADMINISTRATION	
CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SCHOOL LEADER K-12	9968115
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205
STUDENT SERVICES	
SCHOOL COUNSELOR 7-12	799
SCHOOL COUNSELOR K-8	793
SCHOOL COUNSELOR K-12	795
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105
SPEECH/LANGUAGE PATHOLOGIST B-12	16412

Appendix B: GPA Reporting Requirements by Certification Program

Traditional programs in these areas should report Content GPA AND Pedagogical GPA
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

These programs should report Pedagogical GPA only.
ALL Non-Traditional (Alternative)

These programs should report Program GPA only.
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-12 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
9-12 DRIVER EDUCATION
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix C: Calculating Teacher APR-EPP Scores

Note: Due to COVID-19, no data were collected in the fall of 2020 and no APR was published in the spring of 2021.

Teacher Program Standard 1: Content Knowledge

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.																		
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Content GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possible Y = weighted percentage (.20) 																		
Indicator 1.1: MoCA	$X \div Y$ where <ul style="list-style-type: none"> X = sum of the highest MoCA scores of all Certification Candidates Y = total number of Certification Candidates 																		
Special Notes																			
Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">MoCA</th> </tr> <tr> <th>Average Range</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>256.0+</td> <td>50.0</td> </tr> <tr> <td>250.0 – 255.9</td> <td>47.5</td> </tr> <tr> <td>244.0 – 249.9</td> <td>45.0</td> </tr> <tr> <td>238.0 – 243.9</td> <td>42.5</td> </tr> <tr> <td>232.0 – 237.9</td> <td>40.0</td> </tr> <tr> <td>226.0 – 231.9</td> <td>37.5</td> </tr> <tr> <td>220.0 – 225.9</td> <td>35.0</td> </tr> </tbody> </table>	MoCA		Average Range	Points	256.0+	50.0	250.0 – 255.9	47.5	244.0 – 249.9	45.0	238.0 – 243.9	42.5	232.0 – 237.9	40.0	226.0 – 231.9	37.5	220.0 – 225.9	35.0
MoCA																			
Average Range	Points																		
256.0+	50.0																		
250.0 – 255.9	47.5																		
244.0 – 249.9	45.0																		
238.0 – 243.9	42.5																		
232.0 – 237.9	40.0																		
226.0 – 231.9	37.5																		
220.0 – 225.9	35.0																		
Indicator 1.2: Content GPA	$X \div Y$ where <ul style="list-style-type: none"> X = sum of the Content GPAs of all Certification Candidates Y = total number of Certification Candidates 																		
Special Notes	This indicator will not be used for programs that do not report Content GPA (see Appendix C).																		
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Teacher Program Standard 2: Student Learning and Development

Definition	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
Business Logic	$((B+C+D=E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES)

	<ul style="list-style-type: none"> • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey • X = total points possible • Y = weighted percentage (.10) 																				
Indicator 2.1: Pedagogical or Program GPA	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of the Pedagogical or Program GPAs of all Certification Candidates • Y = total number of Certification Candidates 																				
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Teacher Program Standard 3: Curriculum Implementation

Definition	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.																		
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possible Y = weighted percentage (.10) 																		
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Teacher Program Standard 4: Critical Thinking

Definition	The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores

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Teacher Program Standard 5: Classroom Environment

Definition	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.																		
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possible Y = weighted percentage (.10) 																		
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Teacher Program Standard 6: Effective Communication

Definition	The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES)

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Teacher Program Standard 7: Assessment and Data Analysis

Definition	The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possible Y = weighted percentage (.10)
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3.00 – 3.24	3.00 – 3.24																				
2.75 – 2.99	2.75 – 2.99																				
2.50 – 2.74	2.50 – 2.74																				
2.25 – 2.49	2.25 – 2.49																				
2.00 – 2.24	2.00 – 2.24																				
1.75 – 1.99	1.75 – 1.99																				
Indicator 7.3: First-Year Teacher Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 7 score (calculated using all First-Year Teacher's Survey items associated with Standard 7; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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Indicator 7.4: First-Year Teacher's Principal Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 7 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 7; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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First-Year Teacher's Principal Survey	
Average Range	Points
4.25+	5.00
4.00 – 4.24	4.75
3.75 – 3.99	4.50
3.50 – 3.74	4.25
3.25 – 3.49	4.00
3.00 – 3.24	3.75
2.75 – 2.99	3.00

Teacher Program Standard 8: Professionalism

Definition	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.																		
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possible Y = weighted percentage (.10) 																		
Indicator 8.1: Pedagogical or Program GPA	$X \div Y$ where <ul style="list-style-type: none"> X = sum of the Pedagogical or Program GPAs of all Certification Candidates Y = total number of Certification Candidates 																		
Special Notes	See Appendix C for list of programs that report Pedagogical GPA and Program GPA																		
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Indicator 8.2: MEES	$(X+Y) \div 2$ where <ul style="list-style-type: none"> X = average of Cooperating Teacher Standard 8 MEES scores of all Certification Candidates Y = average of University Supervisor Standard 8 MEES scores of all Certification Candidates 																		
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Indicator 8.3: First-Year Teacher Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 8 score (calculated using all First-Year Teacher's Survey items associated with Standard 8; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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Indicator 8.4: First-Year Teacher's Principal Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 8 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 8; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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Teacher Program Standard 9: Professional Collaboration

Definition	The teacher has effective working relationships with students, parents, school colleagues, and community members.
Business Logic	$((B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> B = points derived from Pedagogical or Program GPA

	<ul style="list-style-type: none"> • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10) 																				
Indicator 9.1: Pedagogical or Program GPA	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of the Pedagogical or Program GPAs of all Certification Candidates • Y = total number of Certification Candidates 																				
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Indicator 9.2: MEES	$(X+Y) \div 2$ where <ul style="list-style-type: none"> • X = average of Cooperating Teacher Standard 9 MEES scores of all Certification Candidates • Y = average of University Supervisor Standard 9 MEES scores of all Certification Candidates 																				
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Indicator 9.3: First-Year Teacher Survey	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of all Certification Candidate's mean Standard 9 score (calculated using all First-Year Teacher's Survey items associated with Standard 9; see Survey Technical Manual for associated items) • Y = total number of Certification Candidates 																				
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Indicator 9.4: First-Year Teacher's Principal Survey	<p>$X \div Y$ where</p> <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 9 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 9; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																		
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3.00 – 3.24	3.75																		
2.75 – 2.99	3.00																		

Appendix D: Calculating School Counselor APR-EPP Scores

Note: Due to COVID-19, no data were collected in the fall of 2020 and no APR was published in the spring of 2021.

School Counselor Program Standard 1: Student Development

Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.																		
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors D = points derived from First-Year Counselor Survey E = points derived from First-Year Counselor's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 																		
Indicator 1.1: MoCA	$X \div Y$ where <ul style="list-style-type: none"> X = sum of the highest MoCA scores of all Certification Candidates Y = total number of Certification Candidates 																		
Special Notes																			
Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">MoCA</th> </tr> <tr> <th>Average Range</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>250.0 +</td> <td>10</td> </tr> <tr> <td>245.0 – 249.9</td> <td>9.5</td> </tr> <tr> <td>240.0 – 244.9</td> <td>9</td> </tr> <tr> <td>235.0 – 239.9</td> <td>8.5</td> </tr> <tr> <td>230.0 – 234.9</td> <td>8</td> </tr> <tr> <td>225.0 – 229.9</td> <td>7.5</td> </tr> <tr> <td>220.0 – 224.9</td> <td>7</td> </tr> </tbody> </table>	MoCA		Average Range	Points	250.0 +	10	245.0 – 249.9	9.5	240.0 – 244.9	9	235.0 – 239.9	8.5	230.0 – 234.9	8	225.0 – 229.9	7.5	220.0 – 224.9	7
MoCA																			
Average Range	Points																		
250.0 +	10																		
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Indicator 1.2: Program GPA	$X \div Y$ where <ul style="list-style-type: none"> X = sum of the Program GPAs of all Certification Candidates Y = total number of Certification Candidates 																		
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Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">Grade Point Average (GPA)</th> </tr> <tr> <th>Average Range</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>3.60 +</td> <td>10</td> </tr> <tr> <td>3.40 – 3.59</td> <td>9.5</td> </tr> <tr> <td>3.20 – 3.39</td> <td>9</td> </tr> <tr> <td>3.00 – 3.19</td> <td>8.5</td> </tr> <tr> <td>2.75 – 2.99</td> <td>8</td> </tr> </tbody> </table>	Grade Point Average (GPA)		Average Range	Points	3.60 +	10	3.40 – 3.59	9.5	3.20 – 3.39	9	3.00 – 3.19	8.5	2.75 – 2.99	8				
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Indicator 1.3: MEES	$(X+Y) \div 2$ where <ul style="list-style-type: none"> X = average of Site Supervisor Standard 1 MEES scores of all Certification Candidates Y = average of University Supervisor Standard 1 MEES scores of all Certification Candidates 																		
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Indicator 1.4: First-Year Counselor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Counselor's Survey items associated with Standard 1; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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First-Year Survey																					
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4.0 – 5.0	5																				
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0.0 – 1.9	0																				
Indicator 1.5: First-Year Counselor's Supervisor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 1; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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School Counselor Program Standard 2: Program Implementation

Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors D = points derived from First-Year Counselor Survey E = points derived from First-Year Counselor's Supervisor Survey Scores X = total points possible

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Indicator 2.4: First-Year Counselor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 2 score (calculated using all First-Year Counselor's Survey items associated with Standard 2; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																				
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School Counselor Program Standard 3: Professional Relationships

Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.																		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors D = points derived from First-Year Counselor Survey E = points derived from First-Year Counselor's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 																		
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	4.0 – 5.0	5
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School Counselor Program Standard 4: Leadership and Advocacy

Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.																		
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> • A = points derived from the Missouri Content Assessment (MoCA) • B = points derived from Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20) 																		
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School Counselor Program Standard 5: Ethical and Professional Conduct

The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> • A = points derived from the Missouri Content Assessment (MoCA)

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Indicator 5.3: MEES	$(X+Y) \div 2$ where <ul style="list-style-type: none"> • X = average of Site Supervisor Standard 5 MEES scores of all Certification Candidates • Y = average of University Supervisor Standard 5 MEES scores of all Certification Candidates 																				
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Indicator 5.4: First-Year Counselor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 5 score (calculated using all First-Year Counselor's Survey items associated with Standard 5; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 												
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Indicator 5.5: First-Year Counselor's Supervisor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 5 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 5; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 												
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Appendix E: Calculating School Leader (includes Superintendent) APR-EPP Scores

Note: Due to COVID-19, no data were collected in the fall of 2020 and no APR was published in the spring of 2021.

School Leader Program Domain 1: Visionary Leadership

Definition	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.																		
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) D = points derived from First-Year Principal Survey E = points derived from First-Year Principal's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 																		
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Indicator 1.4: First-Year Principal Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Principal Survey items associated with Standard 1; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 														
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School Leader Program Domain 2: Instructional Leadership

The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) D = points derived from First-Year Principal Survey E = points derived from First-Year Principal's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20)
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Indicator 2.4: First-Year Principal Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 2 score (calculated using all First-Year Principal Survey items associated with Standard 2; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 																		
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School Leader Program Domain 3: Managerial Leadership

The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.																		
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) D = points derived from First-Year Principal Survey E = points derived from First-Year Principal's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 																		
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Indicator 3.5: First-Year Principal's Supervisor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Principal's Supervisor Survey items associated with Standard 3; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 														
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Average Range	Points														
4.0 – 5.0	5														
3.0 – 3.9	4														
2.0 – 2.9	3														
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School Leader Program Domain 4: Relational Leadership

Definition	The Principal as the Relational Leader interacts professional with students, staff, family, and community.
Business Logic	$((A+B+C+D+E) \div X) \times 100 \times Y$ where

	<ul style="list-style-type: none"> • A = points derived from the Missouri Content Assessment (MoCA) • B = points derived from Program GPA • C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) • D = points derived from First-Year Principal Survey • E = points derived from First-Year Principal's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20) 																		
Indicator 4.1: MoCA	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of the highest MoCA scores of all Certification Candidates • Y = total number of Certification Candidates 																		
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Indicator 4.2: Program GPA	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates 																		
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Indicator 4.4: First-Year Principal Survey	$X \div Y$ where <ul style="list-style-type: none"> • X = sum of all Certification Candidate's mean Standard 4 score (calculated using all First-Year Principal Survey items associated with Standard 4; see Survey Technical Manual for associated items) • Y = total number of Certification Candidates 																		

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Indicator 4.5: First-Year Principal's Supervisor Survey	$X \div Y$ where <ul style="list-style-type: none"> X = sum of all Certification Candidate's mean Standard 4 score (calculated using all First-Year Principal's Supervisor Survey items associated with Standard 4; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 												
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School Leader Program Domain 5: Innovative Leadership

Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice, and applies new knowledge and understanding to drive appropriate change.																		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where <ul style="list-style-type: none"> A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) D = points derived from First-Year Principal Survey E = points derived from First-Year Principal's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 																		
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